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ABSTRACT

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS) and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission in its work, this report provides a detailed review of the resources of the KCCS. Following a brief introduction, the first section examines personnel, reviewing faculty ranks, degree-levels held by faculty, staff categories, administrative categories, clerical and support staff categories, and average faculty salaries. The following section examines instructional resources and technology, including libraries and library holdings, learning laboratories, computing resources, community resources, and telecommunications technologies. Next, the report reviews facilities and land holdings, reviewing total square footage of facilities space for the following uses: classroom and laboratory; library; special and health care; general; support; office; and unclassified. Finally, the report presents a detailed discussion of KCCS revenues for operations, examining national and local norms, and presenting information on expenditures, revenue increases for fiscal year 1988-89, the biennial budget request process, the appropriations recommendation formula, status of the state funding formula, sources of data, and the role of enrollment projections in the budget process. A list of discussion questions for the Commission and data tables are included. (PAA)

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ED340451

RESOURCES

An Overview of the University of Kentucky Community College System

Part Six

Prepared for
The Commission to Study the Future of the
Community Colleges in Kentucky

JC 920 064

Community College System
University of Kentucky

1988-89

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COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

Charge of Duties

Purpose:

In celebration of the 25th Anniversary of the Community College System, a Commission has been established to study the accomplishments of the System, assess its current status, and provide direction looking toward the year 2000. Commission members are involved in shaping the future for the Community Colleges in Kentucky. The Commission established is an official Commission of the University of Kentucky Community College System.

Timeline:

It is anticipated that the Commission will accomplish its work during the 1988-89 academic year. Meeting periods are as listed below:

October 31 - November 1, 1988	October 31 - Marriott, Lexington 6:30 p.m. Reception 7:00 p.m. Dinner 8:00 p.m. Meeting November 1 - Marriott, Lexington 8:30 a.m. - Noon -- Meeting
December 15 - 16, 1988	_____
February/March, 1989	_____
April, 1989	_____

RESOURCES

Introduction

The University of Kentucky Community College System fulfills the threefold mission mandated by the General Assembly (Kentucky Revised Statutes 164.580) and therein serves the citizens of the Commonwealth. Serving 33,063 credit students in one semester (headcount enrollment Fall, 1988), and over 250,000 individuals through continuing education/community service during the year (1988) requires efficient use of available resources. The resources of the System include personnel (faculty and staff), instructional resources and technology, facilities, and funding. In order to plan for future growth and expansion and insure maximum use of available resources, a detailed planning process is in use to establish long-range goals and short-range objectives. A description of the process will be included in the overview paper on "Evaluating the Effectiveness of Community Colleges." In order to present a clear picture of the current resources available to the community colleges, information concerning each resource category is provided in the following paragraphs.

Personnel

The work force of the University of Kentucky Community College System consists of faculty and staff employees.

The faculty employee group, which has academic rank, is referred to as Group A and includes teaching faculty, librarians and counselors. Academic ranks in the Community College System include Instructor, Assistant Professor, Associate Professor, Professor, and other ranks that are equivalent--i.e., Librarian IV, Librarian III, Librarian II, and Librarian I (AR II-5.0-2). As

defined in the Personnel Policy and Procedure Manual, the primary (more than 50 percent) assignments of employees with academic rank are in teaching, and/or public service. During an academic year, a "typical" community college faculty member spends about 85 percent of his or her time on teaching activities, 10 percent on student guidance-advising activities, 3 percent on continuing education (teaching non-credit short courses) and community service, and 2 percent on professional development activities and institutional services. The Administrative Regulations stress that "The primary function of a faculty member in a community college is to provide instruction of superior quality."

Of the full-time faculty members, the majority (77 percent) have masters degrees while 10 percent have doctoral degrees and 13 percent have bachelors degrees or less. Additionally, all faculty members who teach technical specialty courses have technical competence in the fields in which they teach. The small number of faculty without bachelors degrees are in the technical areas. Part-time faculty teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as the full-time faculty teaching in the same disciplines.

Staff employees do not hold academic rank. Broad employment categories have been established and defined for staff positions. The four broad staff position categories are (1) Professional and Administrative--Group C, (2) Technical and Scientific--Group B (3) Office and Clerical--Group B, and (4) Service and Maintenance--Group B.

The Professional and Administrative Category includes positions having System-wide or major program responsibility--positions responsible for planning, organizing, developing, and directing a major function of the sector (System), positions responsible for carrying out the plans and policies

through daily management of a department, and positions of a professional nature (Personnel Policy and Procedure Manual 5.1.1).

The Technical and Scientific Category includes positions involved in the supporting tasks vital to the successful completion of teaching and service functions. The positions require specialized knowledge and skills acquire through experience and/or education (Personnel Policy and Procedure Manual 5.1.2).

The third category, Office and Clerical Category, is applicable to a wide range of activities involved with processing, collecting, recording, and distributing various records, reports, communications, and other informational data required in support of the teaching and service functions (Personnel Policy and Procedure Manual 5.1.3).

Service and Maintenance Category is applicable to positions involved in the supportive service activities relating to building and grounds, maintenance, and other auxiliary functions of a nontechnical nature (Personnel Policy and Procedure Manual 5.1.4).

As Chart No. 12 on Page 279 indicates, 54.4 percent of Community College System employees are in Group A (faculty, librarians, and counselors), 10.6 percent are in Group C (professional and administrative employees), and 35 percent are in Group B (technical, office and clerical, and service and maintenance employees). Table No. 17 on Page 280, indicates the number of regular budgeted positions in each group. The table does not include part-time faculty employed in 1988-89 with non-recurring funds, nor the 196 volunteer faculty who assisted primarily in the clinical areas of the health career programs.

For fiscal year 1988-89, the average faculty salary in the Community College System is $25,177, which is $2,239 below the estimated median faculty

salary of $27,416 for benchmark institutions. The benchmark institutions include: (1) Sinclair Community College in Dayton, Ohio, (2) Virginia Community College System in Richmond, Virginia, (3) Southeastern Illinois Community College in Harrisburg, Illinois, (4) Rend Lake Community College in Ina, Illinois, (5) Cleveland State Community College in Nashville, Tennessee (6) Dyersburg Community College in Dyersburg, Tennessee (7) Rockingham Community College in Westworth, North Carolina, (8) Vincennes Community College in Vincennes, Indiana, (9) Columbia State Community College in Columbia, Tennessee, (10) Mineral Area Community College in Flat River, Missouri, (11) Jackson State Community College in Jackson, Tennessee, (12) Parkersburg Community College in Parkersburg, West Virginia, (13) Isothermal Community College in Spindale, North Carolina, and (14) Three Rivers Junior College in Popular Bluff, Missouri.

Although the System does not have complete benchmark data for all staff salaries, the salaries paid to upper level administrators--presidents and deans--are farther below the median of benchmark institutions than are faculty salaries based on 1986-87 data.

Instructional Resources and Technology

Libraries. Libraries of the community colleges are moving to become learning resource centers. The System includes fifteen libraries or learning resource centers--one at each of thirteen college campuses and one at both of the Jefferson Community College campuses (Downtown and Southwest). The library collection for the System includes 426,481 volumes (books, bound serials and government documents), 35,396 audio-visual materials (titles), and 635 machine readable materials (computer software). During a typical week, each of the libraries provide approximately 60 hours of public service. The

weekly attendance in the fifteen libraries is approximately 16,020 persons, or 1,068 per library.

The fifteen community college libraries are now being equipped with communication links from each campus to a computer on the Lexington Campus. The purpose of the communication links is to give each community college library access to a central data bank containing all of the library holdings--i.e., on-line information for all the volumes of books, journals, etc., held in the Community College System. The system will not only allow library users to search the entire data base of the community colleges, but the records of the 2+ million volumes on the Lexington Campus.

All circulation of materials will be automated as well. A patron will be able to see on screen if a book has been checked out and will be able to check out books at a terminal with a bar coded identification card.

The system, referred to as the LS2000 System, is scheduled for completion sometime during the Summer of 1989. This total system will allow the community colleges to share information rapidly and to exchange materials as needed. The system will also allow users to go beyond the local LS2000 system and into other large data bases and information services around the country.

Public libraries--regional, county and city--in areas where the community colleges are located have offered to supplement the college libraries with additional and duplicate volumes to be used in course work, and urge students to use their reading rooms and other facilities.

Learning Laboratories. All of the community colleges have learning laboratories which help students improve themselves in basic learning skills and in subject matter areas. Students who are experiencing difficulties in academic skill areas such as reading, writing and mathematics, other students who want to sharpen their academic skills, and students who want to review

previously learned skills are among those who find the learning laboratories to be helpful.

Learning laboratories may use a variety of techniques and materials to assist students. Tutoring services, group work, and individualized instruction may be used, and tests may be given to determine when students have reached a particular level of achievement. Materials and equipment include microcomputers and appropriate software, filmstrips, individualized learning packets, programmed texts, sound pages, and faculty-developed materials.

Computing Resources. Each of the community colleges has a minicomputer for instructional and administrative needs and a datalink to the Community College System in Lexington and the Lexington Campus. This networking ability enables the colleges to operate at a greater level of effectiveness through enhancement of student records processing and other administrative services.

All of the colleges have microcomputers available for administrative and instructional purposes. Of the approximately 1,000 microcomputers within the System, 85 percent of them are used for instruction. Microcomputers used for instruction are located in teaching and/or study laboratories where they can be accessed by students and faculty.

Students and faculty at Lexington Community College have access to the computer complex at the University of Kentucky Computing Center.

Community Resources. In addition to community college campus facilities, the colleges use many private and public facilities in their communities to provide increased access to both credit and noncredit courses. Private facilities used by the colleges for instruction include 67 hospitals, 19 clinics, 14 nursing homes, 50 business/industry sites, 4 rehabilitation centers and 1 private college. Public facilities used by the colleges

throughout the System for instruction include 7 elementary/middle schools, 48 high schools, 16 vocational schools, 5 libraries, 9 hospitals, 2 rehabilitation centers, and 11 community centers. Other public facilities used for college programs include fire stations and prisons.

Telecommunications Technologies. The Community College System is member of the Kentucky Telecommunications Consortium which was created by the state legislature for the purpose of providing college credit television courses throughout the state. This membership enables the community colleges to offer credit courses through television. During Fall, 1988, a total of 730 students were enrolled in telecourses at ten of the colleges. Paducah Community College has a state-of-the-art television production studio. The college operates the governmental television channel as part of an agreement between Comcast Cablevision, the city, and the college. As new facilities are added, each community college will have the capacity to receive satellite telecommunications.

Facilities

Land holdings of the University of Kentucky earmarked for community college uses as reported in the "Five-Year Plan, 1987-92" include 1,012 acres. In addition, Paducah Community College uses 144 acres owned by the Paducah Junior College Board. Table No. 18, Page 23, indicates the acreage for each of the campuses. Land use in the community colleges has the single, well-focused purpose of providing space for educational and community service activities rather than research activities. Furthermore, the community colleges do not provide student housing. It is significant that much of the land of the community colleges has been acquired through the auspices of sponsoring groups of local citizens.

There are currently 62 permanent buildings and 3 temporary buildings on 15 campuses. These buildings have an current estimated replacement value of over $98 million. The book value of present equipment is over $70 million. The table below shows the amount and percentage of space assigned to various purposes for community college buildings.

Table 19

ASSIGNABLE SQUARE FOOTAGE

Use	Sq. Footage	Percent
Classroom & Laboratory	567,652	33
Library	177,489	10
Special & Health Care	21,551	01
General	169,276	10
Support	45,112	03
Office	278,181	16
Unclassified	477,530	27
TOTAL	1,736,791	100%

Special space facilities are used for audio-visual purposes, demonstrations, etc. Health care space includes public waiting areas and treatment rooms. An example of the use of such space would be the services offered to the public through the Dental Hygiene Program. General use space is used in a variety of ways--recreation space, meeting rooms, food and merchandising, and student lounges. Support space is used for data processing/computing, storage and shop. Office space includes offices for faculty, technical/professional employees, clerical employees, administrators, and conference space. The last category, unclassified, includes space that is not assigned permanently to any one purpose but currently used for a variety of purposes including space under renovation.

Revenue for Operations

The National Perspective. The report of the Commission on the Future of Community Colleges, Building Communities, published by the American Association of Community and Junior Colleges, states:

> Today, community college revenues are derived mainly from local and state governments and from student tuition and fees. In 1986, state appropriations accounted for almost half (48 percent) of the revenues received by community colleges; local government funding accounted for 23 percent; tuition accounted for 16 percent; and federal funds accounted for 7 percent (44).

It was pointed out in Building Communities that sources of funding vary greatly by state. For example, the proportion of revenues provided by state funds for community colleges in Nevada is 81 percent, while it is 25 percent for community colleges in Kansas. The proportion of revenue derived from local government is 59 percent in Kansas, while it is less than 1 percent in Kentucky. Community colleges receive no local government funds in 15 states. The percentage of revenue provided by tuition also varies significantly by state, ranging from a high of 43 percent in Vermont to a low of 4 percent in California.

Nationwide, "in terms of expenditures per full-time equivalent student, community colleges devote more than half of their resources (61 percent) to instruction, to academic support services including libraries, and to student services" (Building Communities 45).

The University of Kentucky Community College System. Chart 13 on Page 282 shows the sources of the revenues for the Community College System during the 1987-88 fiscal year. The Commonwealth provided 57.2 percent of the funds available to the Community College System and student tuition and fees provided 20.1 percent. The state appropriation percentage and the student tuition percentage are larger for Kentucky than they are for community colleges nationwide because local government funding is almost nonexistent in

Kentucky. (Ashland Community College and Paducah Community College are the only two colleges in the System that benefit from local tax support.) Therefore, percentages computed for each of the other sources are relatively larger than for the national average. Federal grants and contracts accounted for 11.4 percent of revenue, and auxiliary enterprises (bookstores and grills provided 6.1 percent. State grants and contracts provided 2.4 percent of revenue. The remaining 2.8 percent is comprised of funds from several other sources, including private gifts and grants, endowment income, local tax funds, and sales and service of educational activities. Table No. 20 on Page 283 indicates dollar amounts for each of the sources.

Expenditures

Chart No. 14 on Page 284 indicates expenditures for the 1987-88 Year. The chart indicates a major portion of the funds available was expended for instruction--45.3 percent. The remaining 54.7 percent was expended as follows: student aid--11 percent, academic support--9.4 percent, maintenance and operations--7.7 percent, transfers (mandatory and nonmandatory)--7 percent, institutional support--6.5 percent, auxiliary enterprises (bookstores and grills)--5.9 percent, student services--5.7 percent, and public service--1.5 percent. Table No. 21 on Page 285 indicates the dollar amount expended in each category. Any fund balances are expended as non-recurring recurring funds in the following year.

An explanation may be needed for two of the categories in the preceding paragraph. Mandatory transfers are transfers from the current funds group to other fund groups arising out of binding legal agreements related to the financing of educational plant and/or grant agreements that require matching funds. This category includes items such as debt service expended for new facilities and loan fund matching grants. Nonmandatory transfers are those

transfers between the current funds group and other fund groups made at the discretion of the Community College System to serve a variety of objectives--i.e., repairs and physical facility renovations projects.

Revenue Increases for Fiscal Year 1988-89

Revenue increases budgeted for the current fiscal year, 1988-89, are as follows: tuition and fees, $2,669,500; state appropriation, $1,394,800; other (private gifts and grants) $146,500; and auxiliary enterprises, $677,700.

Biennial Budget Request Process

Guidelines for the biennial budget requests of Kentucky's public institutions of higher education are developed by the Council on Higher Education (CHE) in accordance with the powers and duties of the CHE as established by Chapter 164 of the Kentucky Revised Statutes (KRS). KRS 164.020(4) provides that the CHE shall:

> Consider the requirements and review the budget requests, which shall be prepared in the manner and submitted by the institutions to the council by dates prescribed by the council, of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and their respective needs.

The guidelines provided by the CHE also include instructions for the calculation of a funding formula which is also mandated by KRS 164.020(4):

> The council, in cooperation with the university presidents, shall devise, establish, and periodically review and revise formulas for use in making recommendations to provide to the governor and the legislature for use in making appropriations for the institutions of higher learning. The formulas shall provide for adequate and equitable allocation of funds among the several universities considering their respective needs and statutory, institutional, and geographic missions.

The statute further provides that:

> Nothing in this chapter shall prevent or prohibit the governor, the legislature, the council on higher education, or the governing board of any institution of higher education from requesting or recommending deviations from any applicable formula or formulas prescribed by the

council on higher education and advancing reasons and arguments in support of them.

After the biennial budget request guidelines are received by the public institutions of higher education, the appropriate personnel at each institution prepare the budget requests in compliance with the guidelines. Within the University of Kentucky Community College System, each college's budget request is prepared by the president, with assistance from the staff and division chairmen. The process begins at the division level to ensure that adequate input is obtained from division faculty and program advisory committees regarding academic program needs. Each college budget request is submitted by the president to the Community College System for review and consideration. Based on priorities expressed in the individual college budget requests, and the statewide goals and objectives of the System, a consolidated budget request is prepared for the Community College System and submitted to the President of the University. The process is repeated on a university-wide basis for the three sectors of the University (Medical Center, Lexington Campus and Community College System). After approval by the University of Kentucky Board of Trustees, a budget request package, which includes capital and operating requests and formula calculations, is submitted to the CHE for review and recommendations.

The budget request package submitted to the CHE includes information regarding (1) historical, budgeted, and anticipated sources of operating revenues and expenditures, (2) narrative descriptions and justifications of the use of funds, (3) statistical data on students, and (4) financial and narrative information for proposed capital expenditures, and funds requested for major capital projects--e.g., deferred maintenance projects and new facilities.

It should be noted that the Community College System budget is a separately identifiable portion of both the UK and the Council on Higher Education budget recommendations.

The biennial budget process coincides with the constitutionally mandated meetings of the Kentucky General Assembly. The General Assembly meets for a maximum of sixty days every two years (excluding special sessions called by the governor and organizational sessions). The CHE makes a budget recommendation in the fall preceding a regular session of the Kentucky General Assembly and usually establishes tuition schedules for the two academic years of the coming biennium. Anticipated revenues, based on the tuition rates, are considered in the budget review and recommendation process. The Council's tuition-setting responsibility is set forth in KRS 164.020(3).

The individual institutional budget requests, along with the CHE recommendations, are submitted to the governor by no later than November 15 (KRS 164.020(4). Similar materials are also transmitted to the General Assembly. The General Assembly then approves, disapproves, or modifies the governor's budget recommendation when it meets in regular session.

After the General Assembly votes on appropriations for the various segments of higher education and the governor signs the appropriate documents, the funds flow back through the Council on Higher Education and are distributed by a Formula Use Policy to the University of Kentucky and the Community College System. Since the initiation of the present formula in 1982, the CHE Formula Use Policy has not been successful in assuring equity in funding when community college funding is compared with university funding in the state. Individual community college budgets (excluding mandated salary increases, debt service appropriations, and any other mandated items) are negotiated between the community college president and the Chancellor for the

Community College System based on available dollars, and targeted programs and priorities expressed in the biennium budget request.

Appropriation Recommendation Formula

Today, over half the states use formulas to determine the funding need of higher education. All of the 15 Southern Regional Education Board (SREB) states use formulas. The concept of formula funding according to institutional missions was encouraged by the Prichard Committee, a special committee commissioned by the CHE in 1980 to develop a plan for excellence in Kentucky higher education. In 1981, the Council began to apply formula-funding techniques in developing the 1982-84 funding request. This created much controversy. The response of the 1982 General Assembly to the controversy and related issues was to amend the statute which in effect directed how formula reviews are to be conducted. An elaborate participatory process was then conducted to fulfill the statutory directive. The process was designed to achieve consensus within the higher education community. The result was the current Kentucky Appropriation Recommendation Formula (KARF) and the Formula Use Policy.

The Formula is a series of components which are calculated for each of the state public universities and the Community College System. The components take into account variables such as number of students, square feet of space, and levels of instruction, research, and services, and apply to them established factors such as rates per credit hour for instruction, amounts per square foot for maintenance and operation, and relative complexity of institutions and of activities in areas such as libraries. In the formula, each mission and each activity is considered equally important and necessary to meet the public's expectations of the higher education system.

The Formula Use Policy gives direction as to how the formula will be applied when appropriations are inadequate to fund the total need generated by the formula. It has been used in conjunction with the formula in the last three biennia in which the formula was the basis for higher education funding recommendations and appropriations.

In applying the Formula Use Policy, funds are distributed as follows: (1) the continuation of the base state general fund appropriation for each institution; (2) additional state general fund support sufficient to provide a common percentage increase for each institution with the total utilized for this purpose not to exceed two-thirds of the available new dollars; and (3) all remaining funds allocated to institutions according to a weighted allocation which considers each institution's percentage of full funding under the formula.

Given the less than adequate funding for higher education and the great enrollment growth in the community colleges in Kentucky, the Formula Use Policy has not provided for equity in funding for community colleges. It appears that the CHE Formula Use Policy must be changed to provide for "catch-up" for community colleges to at least the average funding for higher education in the state. The role that community colleges are playing in increasing the college-going rate and assisting in economic development in the state must be recognized by the CHE in recommending on distribution of admittedly inadequate funds for higher education in Kentucky.

Status of Formula Funding in Kentucky

In 1988-89, public higher education was funded at 84.6 percent of the formula and is expected to be at 84.0, or less, percent of the formula in 1989-90. While public higher education is currently funded at 84.6 percent, the percent of funding varies significantly among higher education

institutions in the state. Chart 15 on Page 286 shows the variation among the institutions. The Community College System's funding level at 67.3 percent is the lowest. In addition to the funding provided to the institutions based on the formula, funds are appropriated by the General Assembly in support of desegregation plan implementation activities at the institutions of higher education. These funds are considered outside of the formula calculations. The desegregation fund amounts provided to the institutions during fiscal year 1988-89 range from $90,300 for the Community College System to $2,380,700 for Kentucky State University.

The higher education funding formula is designed to reduce the inequity of funding in the Commonwealth, but the Formula Use Policy does not appear to be effective during this period of enrollment growth in the community colleges. The community colleges are experiencing a high rate of growth compared to other public higher education institutions (See Chart 16, Page 287) and the System's funding level is the lowest in the state.

The higher education community is now involved in a comprehensive review of the Kentucky Appropriation Recommendation Formula in compliance with the statutory mandate to "periodically review and revise" the formula. This review process has been designed by the Council on Higher Education to involve persons in state budget-making positions from both the executive and legislative branches of government. The review process also encourages, through a series of campus hearings, participation by all principal segments of the higher education community. The formula review will be completed in 1989 so that the revised formula may be used in the state appropriation request and recommendation process when the General Assembly meets in 1990.

SREB Data

Another way of examining the extent of financial support available for higher education involves computing the amount of state appropriation available per each full-time student equivalent (FTE). The 1988 SREB Fact Book on Higher Education reports these data along with other significant national, regional, and Southern Regional Education Board state trends affecting higher education. The SREB data included in Table No. 22 on Page 288 indicates that Kentucky's Community Colleges ranked last during fiscal year 1987-88 in appropriation per full-time equivalent student (FTE) when compared to other public two-year institutions in the 15 southern states. For example, the state general fund appropriation per full-time equivalent student was $2,084 for the Kentucky Community Colleges compared to $4,207 in North Carolina, $3,208 in Tennessee, and $3,365 in Arkansas.

The SREB Fact Book also indicates funding levels per FTE for the other public institutions in Kentucky. SREB uses factors such as type of degree, programs, and breadth of program offerings, etc. to categorize institutions; and public institutions in Kentucky fall into four categories. Master's I institutions in Kentucky (Eastern Kentucky University, Murray State University, and Western Kentucky University) were funded at $3,991 per FTE during 1987-88. The Master's II institutions in the state (Kentucky State University, Morehead State University, and Northern Kentucky University) were funded at $4,508 per FTE. The one Doctoral I institution (University of Kentucky) was funded at $4,156 per FTE. The one Doctoral II institution (University of Louisville) was funded at $4,558 per FTE.

The report of the Commission on the Future of Community Colleges, Building Communities, sums up the funding condition for community colleges by stating:

> . . . in too many states, community colleges receive the state's budget leftovers, and leftovers do little to help a long undernourished system. The nation surely will pay a price for such neglect. . . . Specifically, state funding formulas should fully acknowledge the nature of services provided to part-time students and the level of support required to serve underprepared students (45).

Other SREB Data

The median annual tuition and required fees for in-state undergraduate students in public two-year institutions in the 15 southern states are shown in Table No. 23 on Page 289.

Table No. 24 on Page 290 indicates the percentage change in headcount enrollment for two-year college, undergraduate, and graduate programs for the 15 southern states, 1976 to 1986. For the ten year period, the change in headcount enrollment for the two-year colleges in Kentucky was 72.9 percent--for four-year undergraduate programs in Kentucky, 16.8 percent. The percentage change for the Kentucky two-year colleges was higher than any of the other SREB states.

Enrollment Projections

Enrollment projections for the fall semesters of 1989, 1990, 1991, and 1992 are included in charts on Pages 292 and 293. Chart No. 17 on Page 292 shows the headcount enrollment projection for each of the fall semesters, and Chart No. 18 on Page 293 shows the full-time equivalent (FTE) enrollment projection for each of the fall semesters. The solid projection line is based on a growth rate of 4 percent per year, which is a conservative growth rate used in the budget and planning process. Over the period from Fall, 1988 to Fall, 1992, this results in a 17 percent overall growth--with a headcount enrollment of just under 39,000 students in the Fall of 1992. The broken line projects an overall 39 percent growth over the period and is based on the average growth rate experienced from Fall, 1984 to Fall, 1988. That is, if

the Community College System should experience the same growth rate in headcount enrollment from 1988 to 1992 as it did from Fall, 1984 to Fall, 1988, approximately 46,000 students would be enrolled in the Fall of 1992. The implications of this anticipated growth are very significant in terms of current and projected support. The need for financial and capital support will become even more serious when this anticipated growth is translated into facilities, faculty, and primary and support programs.

There are many sophisticated forecasting approaches that can be used and there are many factors which impact enrollment. Factors which can impact enrollment in community colleges include the availability of resources to accommodate the students, the marketing strategies used, the colleges' involvement in economic development activities, etc. Community college enrollments are expected to continue to increase for the following reasons: (1) recent high school graduates attempting to acquire education close to home, (2) increased numbers of non-traditional students being attracted to the community colleges to meet personal educational goals, and (3) increased number of community adults seeking to upgrade their occupational and career skills. Additionally, the Futures Commission has made two recommendations that would impact enrollment. The first recommendation is that the System should strengthen efforts to increase the recruitment, retention and graduation of minority students; and the second recommendation is that the System should implement a marketing plan geared to increase the college-going rate in Kentucky and thus improve educational level.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"
"Toward the Year 2000"

RESOURCES - For Discussion:

1. How can the gap between (1) the philosophical commitment of the community colleges to provide access to higher education through open admissions and low-tuition rates and (2) inadequate financial support allocations be resolved?

2. If financial resources remain low in coming years, should the System limit enrollments?

3. How can the Community College System seek changes to the funding base which acknowledge the support and services needed for underprepared students and part-time students?

4. Is the Council on Higher Education Funding Formula and Formula Use Policy providing for "equitable allocation of funds"? If not, can they be changed?

5. Considering funding, faculty development, and present facilities, how can the Community College system respond to instructional technology changes in a timely fashion?

6. What kind of reward and salary system would promote excellence among those responsible for instruction?

7. Are additional incentives needed to reward faculty/institutions/programs which succeed in helping those least prepared for the demands of the emerging economy?

8. Should state financial support be provided for noncredit courses?

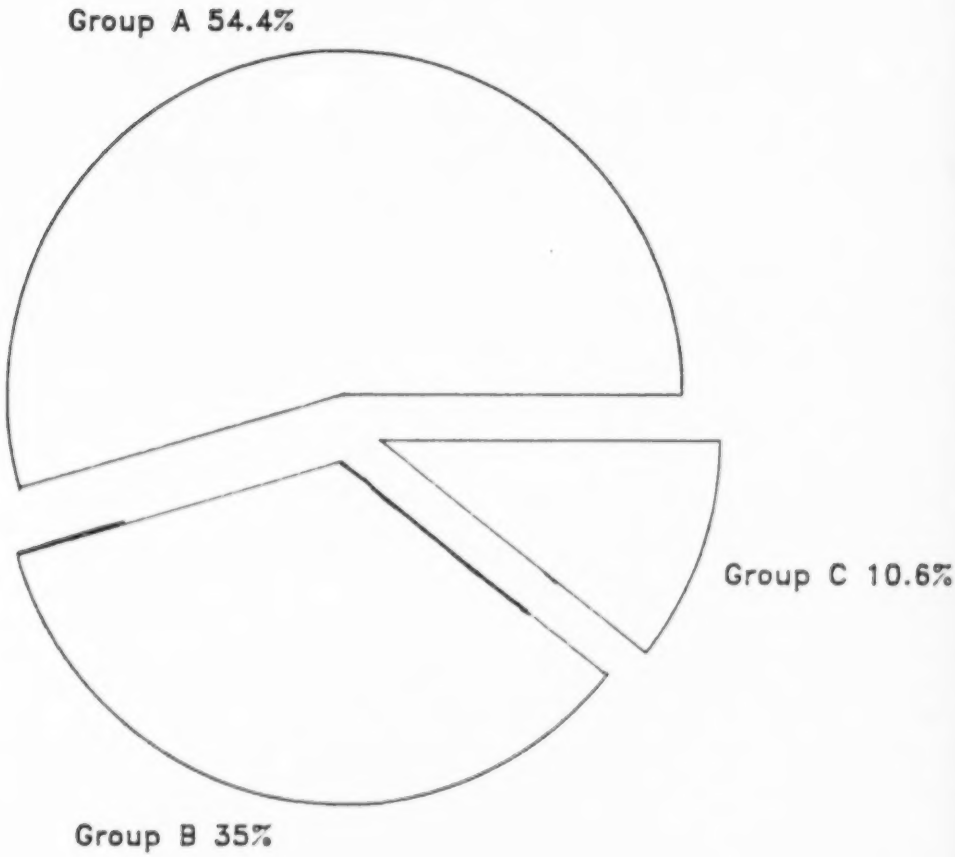
9. In view of the large percentage of undereducated adults in Kentucky, should remedial courses be tuition free, with full state subsidy?

10. How important is private sector fund raising for the community colleges?

11. What are the factors/resources required to retain and develop faculty and staff to meet the needs of students up to the year 2000 and beyond?

Chart 12

Community College System
Work Force
Fiscal Year 1988 - 89



Group A - Faculty, Librarians, Counselors

Group B - Technical Employees
Office & Clerical Employees
Service & Maintenance Employees

Group C - Professional & Administrative Employees

Source: Community College System, Office of Business Affairs

Table 17

Community College System
Budgeted Positions
Fiscal Year 1988 - 89

Group A		
Faculty	805	
(Full-time Equivalent Positions)		
Librarians	34	
Counselors	40	
Total Group A		879
Group B		
Office & Clerical	328	
Technical	18	
Maintenance	138	
Part-time	81	
Total Group B		565
Group C		
Professional	72	
Administrative	100	
Total Group C		172
Grand Total		1616

Source: CCS, Office of Business Affairs

Table 18
COMMUNITY COLLEGE SYSTEM
LAND USE
FISCAL YEAR 1988-89

COMMUNITY COLLEGE	ACRES
Ashland	19.6
Elizabethtown	55.5
Hazard	70.0
Henderson	120.3
Hopkinsville	69.2
Jefferson-Downtown	10.8
Jefferson-Southwest	60.0
Lexington	*
Madisonville	150.0
Maysville	118.7
Owensboro	104.6
Paducah**	4.4
Prestonsburg	48.0
Somerset	81.2
Southeast	99.7
Total	1,012 ***

*The Lexington Community College is located on the Central Campus of the University of Kentucky.

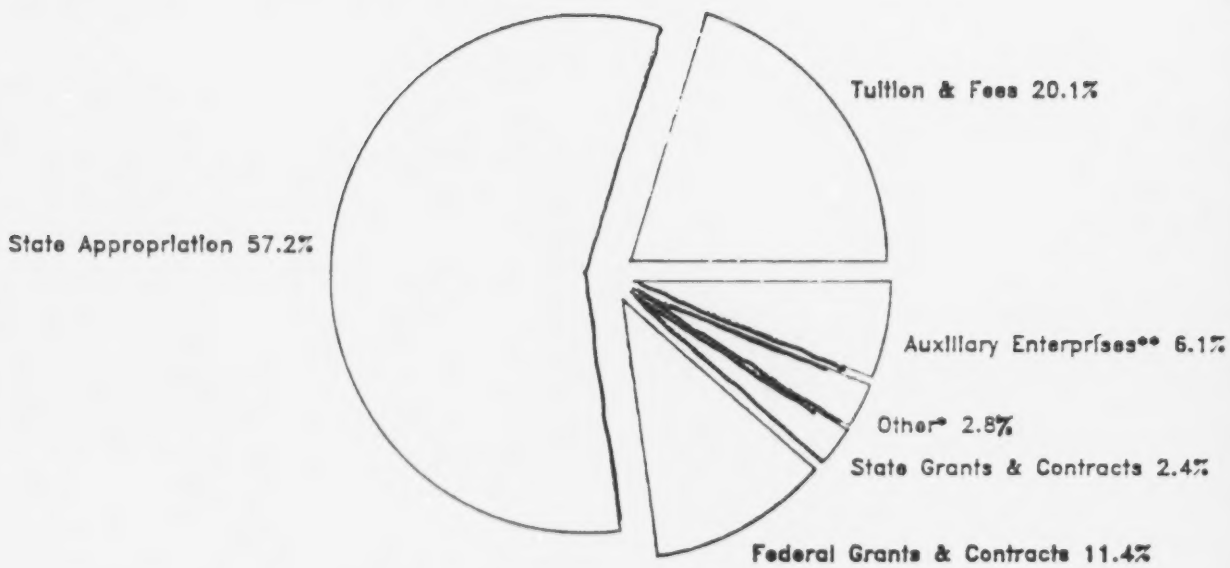
**At Paducah, the Community College uses 114 acres owned by the Paducah Junior College Board.

***The central offices of the Community College System are located in Breckinridge Hall on the Lexington Campus.

Source: University of Kentucky Five-Year Plan, 1987-92

Chart 13

Community College System
Actual Total Revenues
(All Sources)
Fiscal Year 1987 - 88



* Other

Private Gifts and Grants
Endowment Income
Sales and Service of Educational Activities

** Bookstores and Grills

Source: CCS, Office of Business Affairs

Table 20

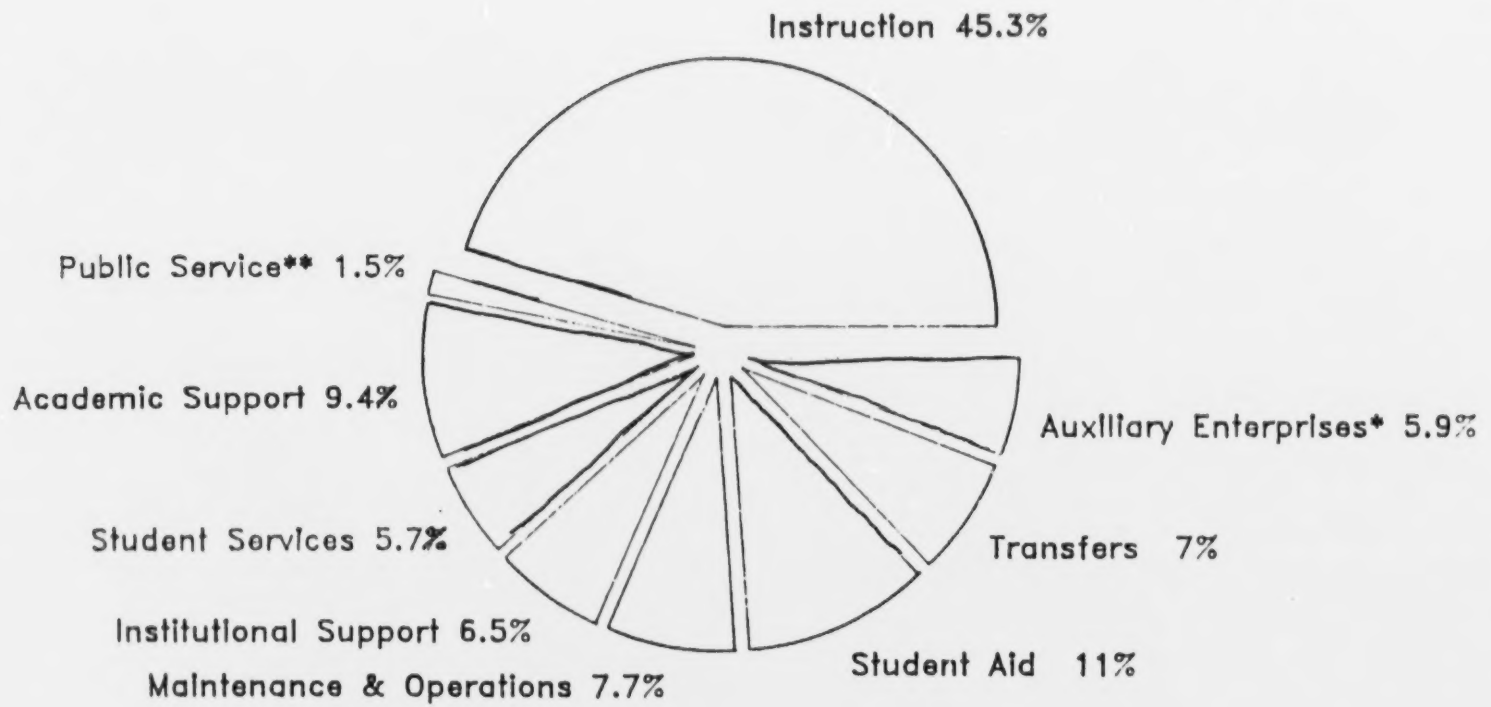
Community College System
Actual Total Revenues
(All Sources)
Fiscal Year 1987 - 88

Revenues	Dollars	Percent
Tuition & Fees	$14.506.602	20.1
State-Appropriation	41.201.000	57.2
Federal Grants & Contracts	8.206.350	11.4
State Grants & Contracts	1.718.248	2.4
Other		
Private Gifts & Grants	1.343.177	
Endowment Income	44.966	2.8
Sales & Service of Educational Activities	653.652	
Other Sources	5.690	
Auxiliary Enterprises	4.378.001	6.1
Total Revenue	$72.057.686	100%

Source: CCS, Office of Business Affairs

Chart 14

Community College System
Total Expenditures
Fiscal Year 1987 - 88



Source: CCS, Office of Business Affairs

Table 21

Community College System
Total Expenditures
Fiscal Year 1987 - 88

Expenditures	Dollars	Percent
Instruction	$31.695.599	45.3
Public Service	1.039.747	1.5
Academic Support	6.557.052	9.4
Student Services	3.967.225	5.7
Institutional Support	4.581.376	6.5
Maintenance & Operations	5.375.176	7.7
Student Aid	7.675.617	11.0
Mandatory Transfers	3.709.797	5.3
Nonmandatory Transfers	1.197.498	1.7
Auxiliary Enterprises	4.155.509	5.9
Total Expenditures	$69.954.596	100%

Source: CCS, Office of Business Affairs

Relative Funding Levels
Council on Higher Education's Formula
1988 - 89

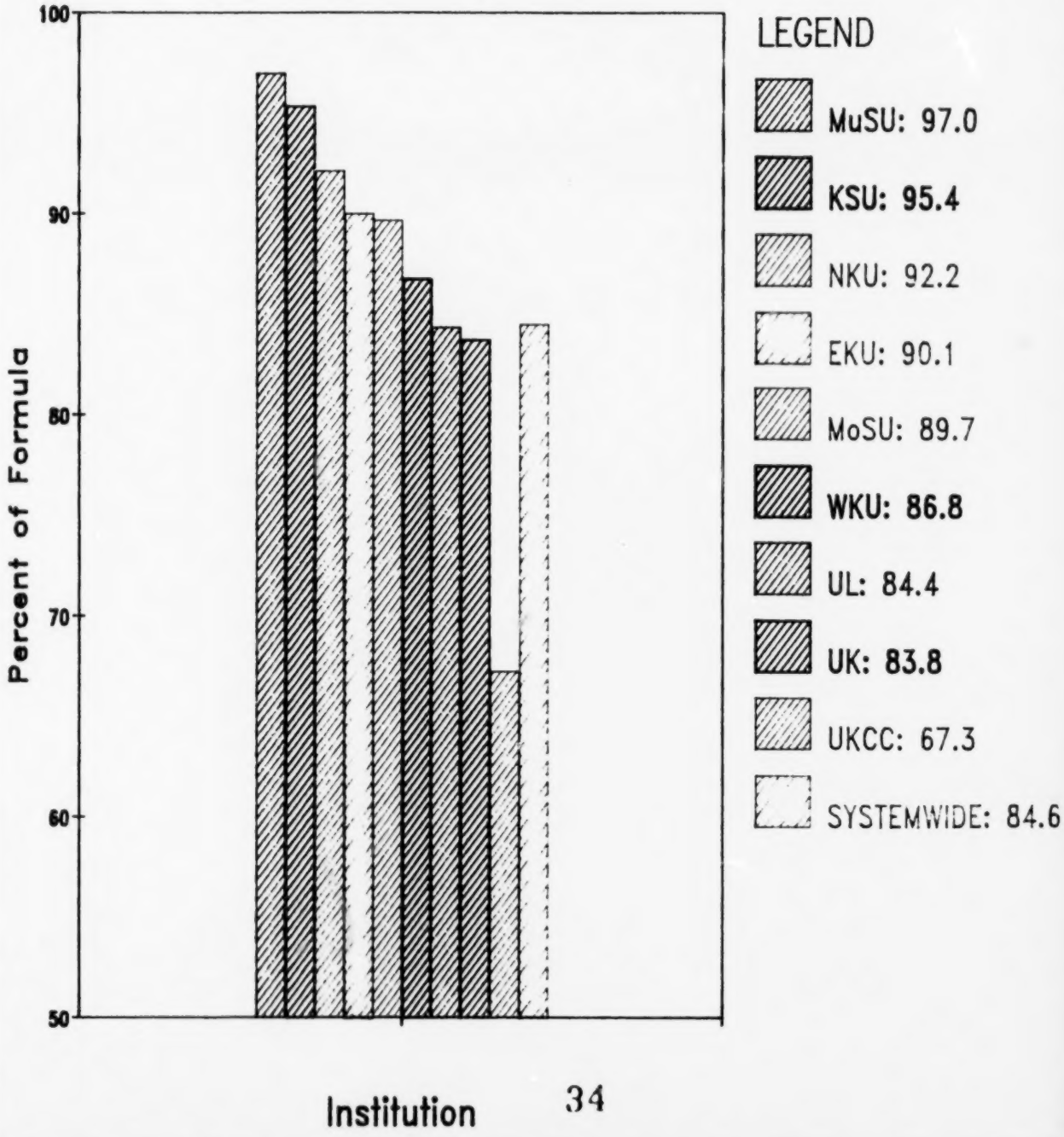
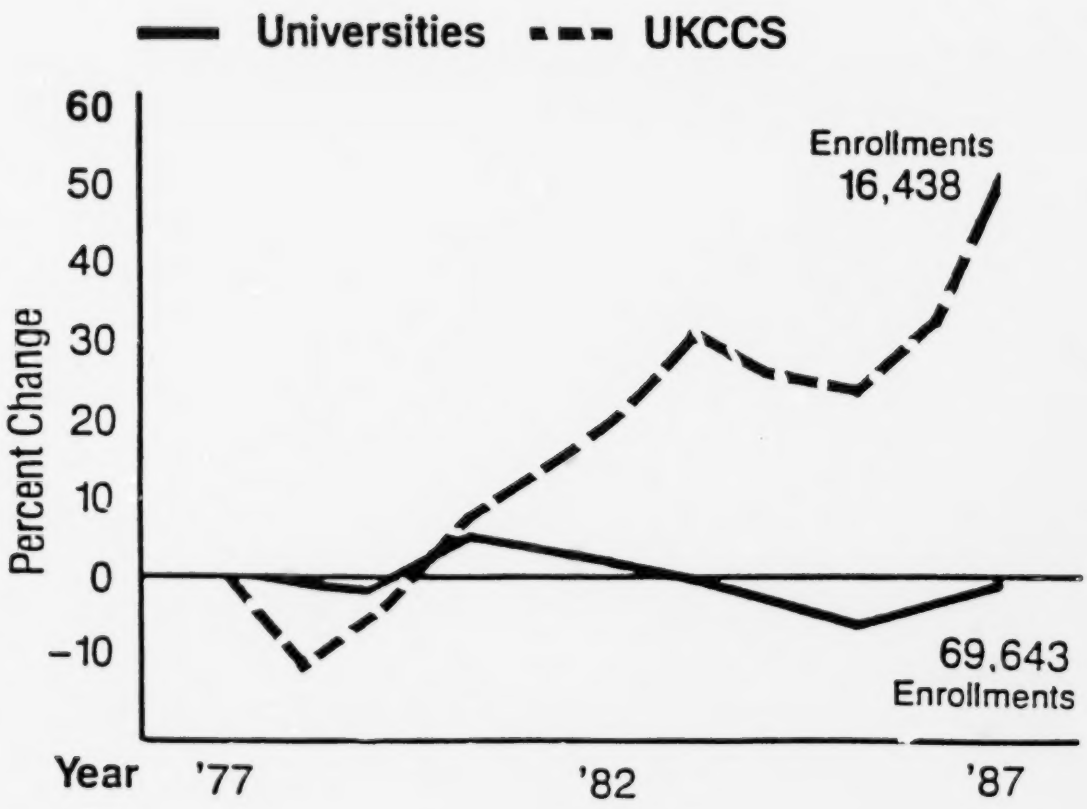


Chart 16

FULL-TIME STUDENT ENROLLMENT (FTE)
AT KENTUCKY PUBLIC UNIVERSITIES
and
THE COMMUNITY COLLEGE SYSTEM
1977-1987



Source: Kentucky Council on Higher Education and
Project 21 - White Paper 2

Table 22

APPROPRIATIONS PER FULL-TIME-EQUIVALENT STUDENT
IN PUBLIC INSTITUTIONS
SREB STATES
FISCAL YEAR 1987-88

	Total Appropriations (000s) 1987-88	Appropriations Per FTE Student												
		Doctoral Institutions				Master's and Baccalaureate Institutions			All Masters and Baccalaureate Institutions	Two-Year Institutions					
		I	II	III	All Doctoral Institutions	Master's I	Master's II	Baccalaureate		I	II	III	IV	All Two-Year Institutions	
SREB States	$8,370,112	$4,730	$4,590	$3,375	$4,485	$3,673	$3,504	$3,330	$3,549	$2,629	$3,284	$5,220	$4,688	$3,371	SREB States
Alabama	474,978	3,650	4,495	4,250	4,149	3,958	3,608	2,354	3,652	–	2,232	–	4,292	2,871	Alabama
Arkansas	198,651	4,484	–	–	4,484	3,723	3,693	3,957	3,748	–	3,365	–	–	3,365	Arkansas
Florida	1,091,237	6,342	5,813	6,494	6,382	7,083	7,460	–	7,338	–	3,480	–	–	3,480	Florida
Georgia	616,306	5,569	5,130	–	5,339	2,703	3,251	2,602	3,134	2,993	3,726	–	6,342	4,380	Georgia
Kentucky	356,944	4,156	4,558	–	4,328	3,991	4,508	–	4,156	2,084	–	–	3,533	2,518	Kentucky
Louisiana	369,386	3,300	–	2,480	2,757	–	2,539	–	2,539	2,861	–	–	3,911	3,498	Louisiana
Maryland	493,344	5,478	–	5,813	5,573	3,033	4,322	5,019	3,812	–	3,495	–	–	3,495	Maryland
Mississippi	231,793	–	3,671	3,184	3,565	–	3,420	–	3,420	–	2,363	–	–	2,363	Mississippi
North Carolina	934,496	6,819	5,340	4,714	6,123	4,986	5,079	6,189	5,148	–	4,207	–	–	4,207	North Carolina
Oklahoma	302,684	3,729	–	–	3,729	–	2,373	2,902	2,482	–	3,209	–	–	3,209	Oklahoma
South Carolina	342,134	5,179	4,588	4,661	4,906	–	3,601	2,816	3,372	2,879	3,217	–	–	3,186	South Carolina
Tennessee	495,652	5,250	4,714	4,094	4,601	–	4,096	–	4,096	–	3,208	–	4,840	3,459	Tennessee
Texas	1,646,083	3,935	4,032	3,079	3,754	2,975	3,824	3,301	3,085	–	3,342	6,668	–	3,458	Texas
Virginia	646,763	4,439	4,735	3,544	4,261	2,742	3,124	3,262	3,035	3,411	2,532	3,233	–	2,598	Virginia
West Virginia	169,160	4,635	–	–	4,635	3,038	3,470	2,671	2,850	–	2,487	–	–	2,487	West Virginia

"–" Not applicable or not available.

* Doctoral I - University of Kentucky; Doctoral II - University of Louisville

* Master's I - Eastern Kentucky Univ., Murray State Univ., Western Kentucky Univ.

* Master's II - Kentucky State University, Morehead State University, Northern Kentucky University

* Two-Year Institutions: I - Community College System; IV - Vocational Schools

* See Page 291 for definitions.

Source: SREB Fact Book on Higher Education 1988

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Table 23

SREB STATE PROFILES
STUDENT FINANCES
FOR SELECTED YEARS

	Median Annual Tuition and Required Fees for Undergraduate In-State Students Public Institutions, 1987-88			Federal Pell Grant Student Aid Allocations		State Need-Based Grants		Guaranteed Student Loans	
	Doctoral I Institutions	Master's II Institutions	Two-Year II Institutions	Dollars (000s) 1987-88	Percent Change 1980-1988	Dollars (000s) 1987-88	Percent of Total State Grants 1987-88	Dollars (000s) 1986-87	Percent Change 1984-1987
Refer to Table Number	(55)	(55)	(55)	(56)	(56)	(54)	(54)	(60)	(60)
United States	$1,701	$1,280	$780	$3,809,116	61.5	$1,421,085	79.6	$6,527,890	-7.4
SREB States	1,385	1,135	629	1,152,373	68.5	132,432	39.5	1,414,333	7.4
Alabama	1,323	1,118	600	79,249	60.4	2,260	23.3	51,750	-26.9
Arkansas	1,230	1,060	566	48,738	110.4	3,896	82.8	32,495	28.9
Florida	1,109	1,150	600	147,312	90.0	17,186	44.8	241,307	-4.9
Georgia	1,770	1,338	867	60,579	36.4	4,934	24.9	56,498	-7.9
Kentucky	1,412	1,120	560**	64,139	83.7	12,229	92.4	57,331	-5.0
Louisiana	1,724	1,238	694**	106,053	142.6	1,880	74.9	53,903	-23.9
Maryland	1,740	1,710	900	38,773	15.0	9,051	75.3	104,296	-14.6
Mississippi	1,778*	1,560	600	55,663	40.7	1,406	77.0	43,156	6.7
North Carolina	871	822	245	65,638	7.2	4,559	8.9	45,376	-19.5
Oklahoma	1,061	792	605	61,068	106.6	10,493	58.6	52,737	21.4
South Carolina	2,048	2,060	600	43,896	22.8	16,460	100.0	33,582	67.9
Tennessee	1,404	1,228	681	75,613	46.7	16,500	99.4	81,390	18.9
Texas	900	855	425	224,199	120.2	21,931	21.8	342,773	42.8
Virginia	2,343	2,122	763	53,436	27.2	4,420	21.8	90,589	-19.8
West Virginia	1,366	1,020	653	28,017	78.1	5,227	51.3	128,160	78.3

* No institution(s) in this category, figure represents median for Doctoral II institutions.

** No institution(s) in this category, figure represents median for Two-Year I institutions.

Source: SREB Fact Book on Higher Education 1988

TABLE 24

SREB STATE PROFILES
HEADCOUNT ENROLLMENT
PERCENT CHANGE 1976-1986

Fall 1986	Total	Two-Year College	Undergraduate	Graduate	First Professional	Part-time	Women	Black	
(13)	(13)	(15)	(18)	(19)	(20)	(21)	(22)	(23)	Refer to Table Number
12,682,407	14.0	20.1	14.8	8.0	11.4	25.7	27.8	3.1	United States
3,576,335	26.5	42.5	26.4	24.4	32.3	51.7	37.3	10.8	SREB States
181,443	16.2	42.1	18.4	-8.2	1.4	17.8	32.4	14.2	Alabama
79,182	17.8	69.5	18.1	14.7	-2.0	45.3	36.1	3.3	Arkansas
483,964	40.0	44.0	37.7	40.7	40.1	75.6	61.7	11.0	Florida
195,123	15.0	-6.9	14.2	12.3	55.5	22.7	29.4	11.1	Georgia
144,562	12.2	72.9	16.8	-4.0	11.1	30.3	30.9	-8.1	Kentucky
171,344	11.0	5.5	10.7	11.3	17.4	7.5	21.9	9.2	Louisiana
233,492	11.6	16.3	11.6	13.6	-0.7	25.7	21.5	-4.7	Maryland
101,104	3.5	20.6	6.8	-18.2	-18.2	9.5	13.2	-1.9	Mississippi
322,979	30.0	44.2	31.3	15.7	34.4	83.5	54.5	21.0	North Carolina
170,840	17.7	48.6	21.5	40.3	24.3	106.1	37.0	11.0	Oklahoma
134,115	10.3	15.2	9.7	11.1	38.6	24.3	33.6	2.0	South Carolina
197,069	8.5	57.0	9.8	-1.3	7.9	24.9	24.0	4.1	Tennessee
776,019	24.9	43.1	22.7	39.3	37.1	59.4	42.2	9.0	Texas
308,318	26.2	36.8	26.0	25.2	46.3	40.2	38.2	15.9	Virginia
76,781	-4.2	-14.0	-2.0	-19.7	13.8	-9.4	21.9	-17.6	West Virginia

Source: SREB Fact Book on Higher Education 1988

SREB-STATE DATA EXCHANGE
DEFINITIONS OF INSTITUTIONAL CATEGORIES

The purpose of this set of institutional categories is not to create a hierarchy of institutions or to rank institutions based on prestige. Rather, the categories group institutions based on factors believed to be the most relevant to determining resource requirements. Differences in institutional size (numbers of awards), role (type of awards), breadth of program offerings (number of 2-digit Classification of Instructional Programs [CIP] codes in which awards are granted), and comprehensiveness (percent of awards in 2-digit CIP categories), are the factors upon which this classification of institutions is based.

Category	Definition
Doctoral I	Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent of the degrees in any one category.
Doctoral II	Institutions awarding at least 30 doctoral degrees, which are distributed among at least 5 CIP categories (2-digit classification).
Doctoral III	Institutions awarding at least 1 doctoral degree.
Master's I	Institutions awarding at least 100 master's, education specialist, or post-master's certificates or degrees distributed among at least 10 CIP categories (2-digit classification), excluding post-baccalaureate certificates.
Master's II	Institutions awarding at least 1 master's, education specialist, or post-master's certificate or degree, excluding post-baccalaureate certificates.
Baccalaureate	Institutions that award the baccalaureate degree as the highest degree.
Two-Year I	Institutions whose awards are exclusively, or almost exclusively, college-parallel associate degrees.
Two-Year II	Institutions whose awards are predominantly associate degrees in college-parallel or vocational-technical fields. (Some certificates or diplomas may also be awarded.)
Two-Year III	Institutions whose awards are predominantly certificates or diplomas, with some associate degrees.
Two-Year IV	Institutions whose awards are exclusively, or almost exclusively, certificates or diplomas.
Specialized	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools, etc.

Source: SREB Fact Book on Higher Education, 1988

Chart 17

Community College System
Headcount Enrollment Projection
Fall Semester

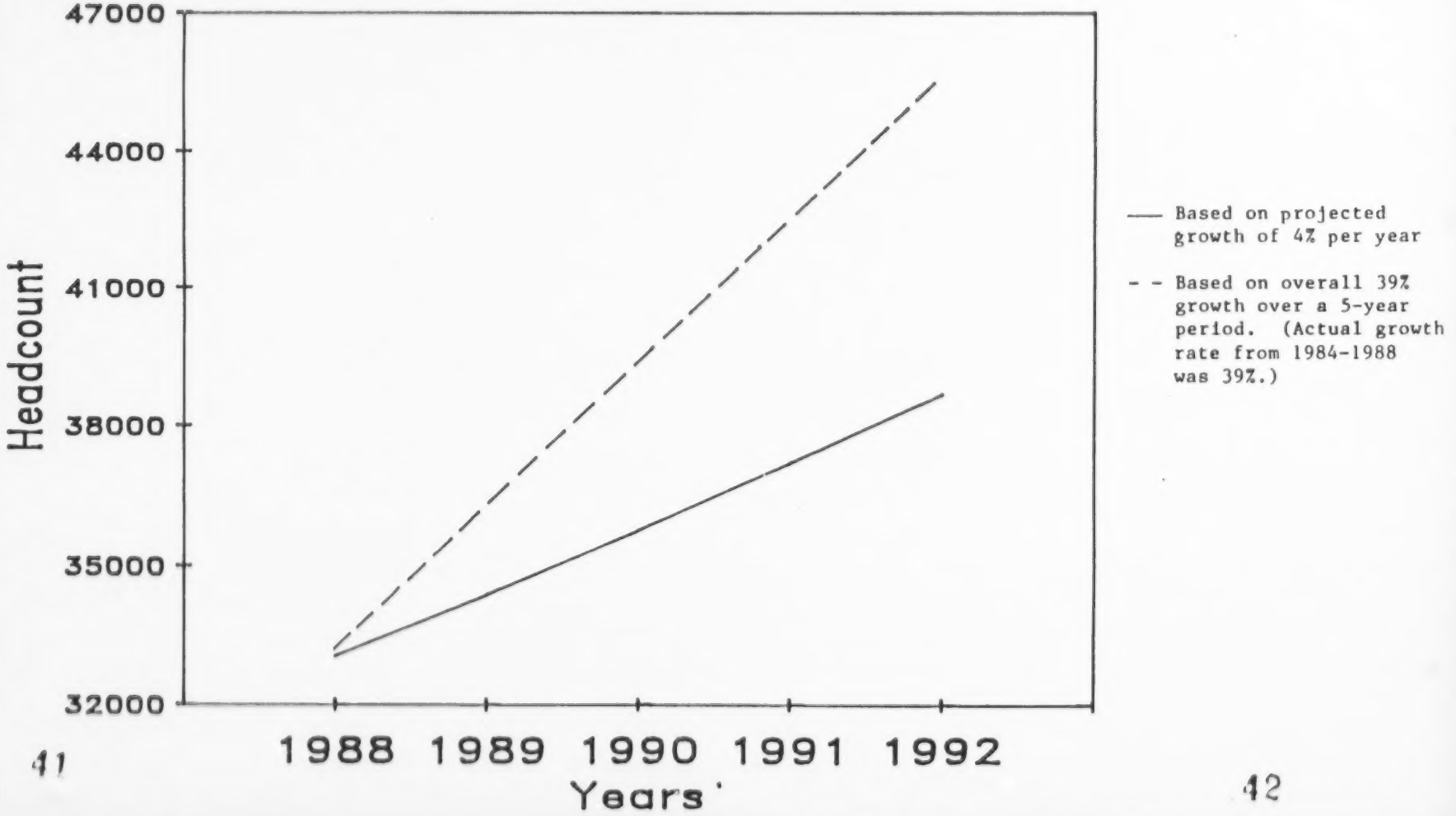
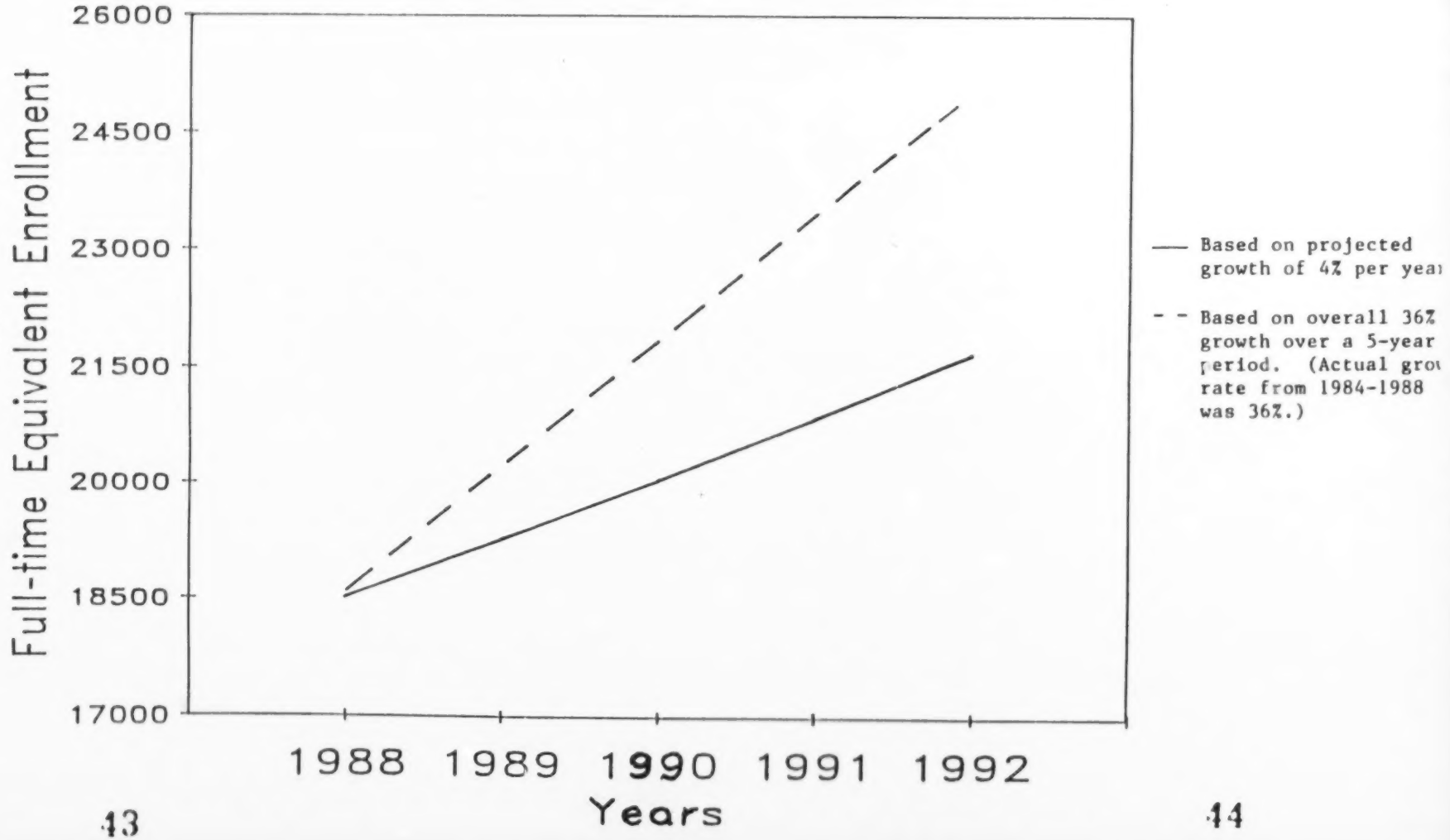


Chart 18

Community College System
Full-time Equivalent Enrollment Projection
Fall Semester



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ERIC Clearinghouse for Junior Colleges

FEB 28 1989